

Penn Cambria Curriculum

Course Name	Family and Consumer Science 8
Length of Course	9 Weeks
Grade Level	8
Prerequisites	None
Course Description	<p>FACS is designed to empower each individual to better handle the challenges of living and working in a diverse society and to nurture and develop family values to improve quality of living. The classroom experiences will allow the student to develop the knowledge and skills needed in making choices to meet personal, family, and work responsibilities.</p> <p>In grade 8, students will study nutrition and fast food, complete a cooking lab, study housing needs, and learn about banking and money management.</p>
Units of Study	<p>Diet and Health Cooking Lab Housing Banking/Money Management</p>
Materials	<p>Text: None Supplemental Materials: Teacher created materials, kitchen supplies</p>

Unit: Diet and Health

Estimated Time: 2 Weeks

Standard Alignment:

11.3.9.B –Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.C –Analyze the impact of food addictions and eating disorders on health.

11.3.9.D –Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; foliate and birth defects; sodium and hypertension).

11.3.9 E Analyze the energy requirements and body composition for individuals at various stages in the life cycle.

11.3.9.G –Analyze the application of physical and chemical changes that occur in food during preparation and preservation

Curricular Objectives:

Students will:

- Define the following Terms
 - Dietary and Blood Cholesterol
 - Trans Fat
 - Sodium
 - Carbohydrate
- Compare and Contrast nutritional information from various fast food establishments.
- Based on a given scenario, calculate a person's healthy calorie intake and nutrition needs.
- Explain the impact of diet on diseases and risk factors (ex: diabetes, blood pressure, cholesterol, heart disease, birth effects)
- Identify eating disorders and explain the symptoms and effects of eating disorders on overall health.
- Identify several food borne illnesses and ways to help prevent these illnesses.

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Class activities
- Homework activities
- Student demonstrations
- Student projects

Suggested Methods of Instruction / Learning Activities:

- Amazing me Self esteem Project
- Blood Pressure Lab
- Water – Gatorade electrolytes

Unit: Cooking Labs

Estimated Time: 3 Weeks

Standard Alignment:

11.3.9 F – Hypothesize the effectiveness of the use of meal management principles (eg. time, budget, appeal, nutrition, safety, sanitation).

Curricular Objectives:

Students will:

- Demonstrate proper food safety and preparation techniques.
- Read a recipe and follow instructions thoroughly.
- Clean and sanitize a kitchen properly.
- Plan a nutritionally balanced menu.

Assessments/ Measurement of Objectives:

- Class activities
- Homework activities
- Student demonstrations
- Student projects / cooking lab activities

Suggested Methods of Instruction / Learning Activities:

- Cooking Labs
- Yeast Lab – Breakfast
- Low Fat – Home fries, Soft Shell Chicken Taco
- Meal planning project

Unit: Housing Project

Estimated Time: 2 Weeks

Standard Alignment:

11.1.9.C –Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).

Curricular Objectives:

Students will:

- A. Describe various types of housing available to meet basic human needs.
- B. Compare and contrast housing available in this area with housing in other areas (i.e. materials used, size, price, safety factors, heating, etc).

Assessments/ Measurement of Objectives:

- Class activities
- Homework activities
- Student demonstrations
- Student projects
- Written responses

Suggested Methods of Instruction / Learning Activities:

- Chart showing types of factors affecting housing available (ex: protection from natural disasters like earthquakes, hurricanes, floods / materials used to build houses / sizes of houses and yards / community regulations / supply and demand)
- Realtor/home advertisements activity

Unit: Banking / Money Management

Estimated Time: 2 Weeks

Standard Alignment:

11.1.9. B Explain the responsibilities associated with managing personal finances.

11.1.9 E Compare the influences of income and fringe benefits to make decisions about work.

Curricular Objectives:

Students will:

- Identify important information needed for completing common banking forms
- Fill out applications for checking and savings accounts, credit card, and a loan.
- Be able to write out a check.
- Be able to fill out deposit slips and transfer requests.
- Compare and contrast income and benefit scenarios for various career/work choices.

Assessments/ Measurement of Objectives:

- Class activities
- Homework activities
- Student demonstrations
- Student projects
- Written responses

Suggested Methods of Instruction / Learning Activities:

- Practice banking documents.
- Banking station.
- How much would you really make? Career choice activity